

DEAF AND DUMB ALPHABET.

a *a*



b *b*



c *c*



d *d*



e *e*



f *f*



g *g*



h *h*



i *i*



j *j*



k *k*



l *l*



m *m*



n *n*



o *o*



p *p*



q *q*



r *r*



s *s*



t *t*



u *u*



v *v*



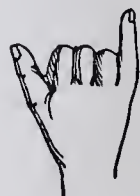
w *w*



x *x*



y *y*



z *z*



& *&*



THE
ANNUAL REPORT
OF THE
BOARD OF DIRECTORS
OF THE
PENNSYLVANIA INSTITUTION
FOR THE
DEAF AND DUMB,
FOR 1851.

PHILADELPHIA:
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1852.

1 Plati. frontis

R E P O R T .

To the Senate and House of Representatives of the Commonwealth of Pennsylvania, and to the Contributors to the Pennsylvania Institution for the Deaf and Dumb.

THE Board of Directors submit their Report of the condition of the Institution, for the year 1851.

It is gratifying to be able to state, that it continues in a flourishing condition.

Our valued Principal and his assistants discharge their duties advantageously to the pupils and satisfactorily to the Board. The pupils, with rare exceptions, are attentive to their studies, and decorous in their deportment.

The bounty of the Commonwealth has enabled the Board to admit a larger number of pupils during the past, than any former year. Yet several applicants are still earnestly soliciting to be allowed to participate in the advantages of this admirable charity. Owing to want of means the Directors cannot admit them. Under these circumstances, the Board appeal to the wealthy and liberal, for aid in behalf of those who cannot speak for themselves; of those whose ears "Never heard the

sweet music of speech," and whose mute tongues cannot give utterance to the emotions of their hearts. They appeal to a generous and enlightened community, for funds sufficient to educate all the indigent mutes of the Commonwealth, and hope the appeal will not be made in vain.

There were on the rolls of the Institution on the 31st ultimo, seventy-three males and sixty-three females, making the total number one hundred and thirty-six.

Of this number

94	are supported by the State of Pennsylvania.
17	“ “ “ Maryland.
9	“ “ “ New Jersey.
3	“ “ “ Delaware.
13	“ “ their friends or the Institution.

The document marked A, and hereto annexed, will give some interesting details.

As intimated in the last report, considerable expense was incurred in the past year, for repairs that were necessary. For several years to come, it is probable that no large amount will be required to keep the buildings in good order. A new fence, however, on the south line of the grounds, is much needed. The ventilation of the main building has been improved.

The day is not far distant when the present establishment must be enlarged, or a new one erected, to meet the wants of our rapidly increasing population.

Much to the regret of the Directors, Miss Hannah Elfeth, who, for more than nineteen years ably filled the situation of Matron, resigned her situation, and retired

from the Institution in March last. She has been succeeded by Miss Sarah Ann Cox, who bids fair to become a valuable officer. As the increased number of pupils rendered additional aid necessary, two assistant Matrons have been appointed. Another assistant Teacher is required. The subject is under the consideration of the Committee of Instruction.

The change in the arrangement of the Committees of the Board, which went into operation in January last, has been attended with useful results. The earnest desire of the Directors has been to render the administration of the Institution as effective as practicable, and to extend its blessings as widely as possible. They trust their exertions have, in a great degree, been crowned with success.

The efforts of the officers have been directed not only to the literary instruction of the pupils, but also to their moral and religious culture; and they constantly endeavor to implant in the minds of their youthful charge, those principles of morality and piety, which are calculated to fit them for the faithful discharge of the duties of this life, and to prepare them for the life to come.

The male pupils are attaining in the workshops a knowledge that will hereafter be useful to them. Tailoring and shoemaking are the trades at present carried on. Additional trades will be introduced when required. The girls are taught housewifery and sewing. A full opportunity is afforded to all the inmates to enjoy daily exercise in the open air, when the weather will permit.

The health of the inmates has in general been excellent. Very few cases of disease of a serious character

occurred during the year. But one death took place, that of Reuben S. Case, of Luzerne County, Pennsylvania, who died of marasmus, on the nineteenth day of November, after a residence of three years in the Institution.

A view of the fiscal concerns of the Institution will be exhibited by the accompanying report of the Treasurer.

The Directors have to lament the death of their friend and colleague, Benjamin W. Richards, Esquire, a gentleman distinguished for his public spirit, and private virtues.

They have also to mourn the loss of one whose name is intimately and indelibly connected with the education of the deaf mute : of one who, for many years, devoted the untiring energies of an enlightened mind, and the generous sympathies of a noble heart to the cause of the deaf and dumb, and who lived to witness the success that attended it,—Thomas Hopkins Gallaudet, the father of the system of instruction for the deaf and dumb in our country.

He was born in our City, on the 10th of December, 1787. His ancestors were French.

At an early period of life, he removed with his family to the State of Connecticut. In 1805 he was graduated, with considerable eclat, at Yale College.

Serious and contemplative, it was natural that he should select the Christian ministry as the field of his labors, where his inclinations would be in unison with his duties. He became a student in the Theological Seminary at Andover. Having finished his course with great credit, he was selected to take charge of an Asylum for the instruction of the deaf and dumb, about to be founded at Hartford. For the purpose of preparing him-

self for the discharge of the duties of his office, he, in 1815, proceeded to Paris, and in the celebrated school of that City, became an adept in imparting education to the mute.

On his return to Connecticut, in 1817, the school was opened, and from that time until 1830, he presided over the American Asylum. Declining health then obliged him to relinquish his situation as Principal, but he continued his connection with the Institution as one of its Vice Presidents.

In his retirement, he prepared a number of works, especially intended for the instruction of the young.

He was induced, subsequently, to accept the situation of Chaplain to the Hartford retreat for the Insane, which he held for upwards of thirteen years.

The happy influence he exerted over the inmates, beautifully illustrated the benignity of his character.

He taught by *example*, as well as by *precept*. His intercourse with others was always courteous and dignified, but with his pupils it was marked by parental kindness. Intelligent and well informed, his conversation was agreeable and instructive.

His high moral and religious character gave him influence, and that influence was always exerted to do good.

His interest and his exertions were not confined to the American Asylum. He felt a lively solicitude for the welfare of all. On more than one occasion that solicitude was manifested on behalf of the Pennsylvania Institution.

His character never appeared more elevated than

during his last and painful illness, which he endured with a Christian's firmness, sustained by a Christian's hope. His mortal career terminated on the 10th of September last.

He now rests from his labors. His good deeds will live after him. His memory will survive.

With Sicard, and De L'Epee, he will stand prominent among the benefactors of the deaf and dumb.

In token of their gratitude the deaf mutes of our country intend to erect, at Hartford, a monument to his memory. It will do honor to the living and the dead. It will commemorate their gratitude and his worth.

Grateful for past blessings, we invoke a continuance of them to our beloved pupils from that Almighty Power which caused the deaf to hear, and the dumb to speak, and humbly ask for guidance and strength both for them and ourselves, that they and we may obtain in this world knowledge of His truth, and in the world to come life everlasting.

All which is respectfully submitted.

By order of the Board of Directors.

PHILIP F. MAYER, *President.*

Attested—JAMES J. BARCLAY, *Secretary.*

Philadelphia, January 1, 1852.

FOR RECEIPTS AND PAYMENTS FROM JANUARY 1ST TO DECEMBER 31ST, 1851.

Dr. *The Pennsylvania Institution for the Deaf and Dumb, in Account with JOHN BACON, Treasurer.* Cr.

1851.		1851.		1851.		1851.	
Dec. 31.		Dolls. C.	Dolls. C.	Jan. 1,		Dolls. C.	Dolls. C.
To Cash paid to this date, on the following accounts, viz:				Dec. 31,	By balance due the Institution, -		188 27
Investments in bonds of the county of Allegheny, and a mortgage, -					By Cash received to date, on the following accounts, viz.:		
Temporary loans with collaterals, -		12750 00			Temporary loans repaid, -	18600 00	
Salaries, including amount due December 31, 1850, and paid in January, 1851, -		10000 00			Commonwealth of Pennsylvania, for tuition, boarding & clothing of indigent pupils, (including \$5281 10 due to October 1, 1850, and paid in January, 1851,) -		
Family expenses, -		11874 44			State of Maryland, -	19651 71	
Repairs and improvements, -		7825 40			New Jersey, -	2818 74	
Certificates, our own debt paid off, -		2241 11			Delaware, -	1303 07	
Debts due last year, & paid this year, -		1000 00			Private pupils, -	840 00	
Manufactures, -		457 03			Interest on loans and investments, -	1371 24	
Incidentals, -		410 01			Legacies, -	2495 90	
Tailoring, wages of Superten't &c. -		293 57			Subscriptions, -	485 00	
Interest on loan, &c., -		282 18			Manufactures, -	142 00	
House furniture, -		350 67				115 87	
Private Pupils, petty expenses, -		142 47					47823 53
		11 38					
			47638 26				
Balance due the Institution, -			373 54				48011 80
				1852.			
			48011 80	Jan. 1,	By balance due the Institution, -		373 54

Examined and Approved.

LAWRENCE LEWIS, } Committee.
A. SYMINGTON, }

E. E. Philadelphia, January 1, 1852.

JOHN BACON, Treasurer.



APPENDIX.

(A.)

STATEMENT OF ADMISSIONS, ETC.

During the year 1851, nineteen pupils have been admitted,

Males,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10
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Females,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9
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Sixteen have left,

Males,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8
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Females,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8
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One boy has died.

There remained connected with the Institution, on the 31st ultimo,

Males,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73
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Females,	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63
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136

Of the whole number of pupils belonging to the Institution,

94 are supported by Pennsylvania,

9	"	"	New Jersey,
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17	"	"	Maryland,
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3	"	"	Delaware,
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13	"	"	Institution, or their friends.
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Total 136

*Those supported by Pennsylvania, are from the following
Counties :*

Allegheny, - - - - -	5	Erie, - - - - -	2
Armstrong, - - - - -	1	Fayette, - - - - -	1
Beaver, - - - - -	1	Greene, - - - - -	1
Berks, - - - - -	4	Lancaster, - - - - -	2
Bradford, - - - - -	2	Lebanon, - - - - -	1
Bucks, - - - - -	2	Lehigh, - - - - -	4
Butler, - - - - -	1	Lycoming, - - - - -	3
Cambria, - - - - -	1	Montgomery, - - - - -	3
Carbon, - - - - -	3	Northumberland, - - - - -	1
Chester, - - - - -	3	Perry, - - - - -	3
Clarion, - - - - -	2	Philadelphia, - - - - -	20
Clearfield - - - - -	1	Schuylkill, - - - - -	2
Clinton, - - - - -	1	Somerset, - - - - -	3
Crawford, - - - - -	1	Sullivan, - - - - -	1
Cumberland, - - - - -	2	Venango, - - - - -	1
Dauphin, - - - - -	5	Westmoreland, - - - - -	2
Delaware, - - - - -	2	York, - - - - -	7
		Total,	94

*Those supported by New Jersey, are from the following
Counties :*

Burlington, - - - - -	3	Hunterdon, - - - - -	1
Cape May, - - - - -	2	Mercer, - - - - -	1
Gloucester, - - - - -	1	Monmouth, - - - - -	1
		Total,	9

*Those supported by Maryland, are from the following
Counties :*

Alleghany, - - - - -	2	Harford, - - - - -	1
Baltimore, - - - - -	6	Prince George, - - - - -	1
Cecil, - - - - -	1	Queen Ann, - - - - -	1
Dorchester, - - - - -	1	Somerset, - - - - -	1
Frederick, - - - - -	2	Worcester, - - - - -	1
		Total,	17

Those supported by Delaware, are from the following Counties:

New Castle,	- - - -	1	Kent,	- - - - -	2
				<hr/>	
					3

Those supported by the Institution, or their friends, are from

Maryland,	-	-	-	-	-	2	Pennsylvania,	-	-	-	-	7
New Jersey,	-	-	-	-	-	3	Virginia,	-	-	-	-	1
							<hr/>					
							13					

Of the nineteen pupils admitted during the year 1851,

9 were born deaf.

1 was born with imperfect hearing.

1 is deaf from unknown cause.

1 lost hearing from cause unknown, between 4 and 5 years old.

1 “ “ “ at 3 months old.

1 “ by fever, at 2 years old.

1 “ by inflammation of head, at 18 months old.

1 “ by scarlet fever, at 3 years old.

1 “ by “ at 1 year old.

1 " by " at 18 months old.

1 “ by “ at 1 year old.

TERMS OF ADMISSION.

By a rule of the Institution, deaf and dumb children are not received under ten years of age.

The annual charge is one hundred and sixty dollars. For which sum every thing necessary is provided, including the usual clothing of the Institution, boarding, lodging, washing, tuition, stationery, and medical attendance; or one hundred and thirty dollars per annum, in case the clothing is furnished by the parents or friends of the pupil.

No deduction is made for vacation.

It is very desirable that the deaf and dumb should be taught to form letters with a pen or pencil, and if possible, to write the names of common objects, before they are sent to the Institution.

This can be done without much difficulty, and will save much valuable time.

The most advantageous time for the admission of pupils is the first of October in each year, and punctuality in this particular is important, as new classes are formed at this period.

Pupils will, however, be received at other times of the year, if circumstances prevent their being placed in the Institution by the first of October.

Payments are expected to be made in advance every six months.

STATE OF PENNSYLVANIA.

Applicants for the bounty of the Commonwealth of Pennsylvania must be between the ages of ten and twenty years; and before they can be admitted, satisfactory evidence must be furnished from respectable persons of their neighborhood, of the pecuniary inability of the parents, and of the good natural intellect of the child; and its freedom from any constitutional malady that might incapacitate it for instruction.

On application to the Principal of the Deaf and Dumb Institution, Philadelphia, by letter or otherwise, a paper with printed questions and blank spaces for answers, will be forwarded. After the paper has been filled out, it must be returned to the Institution. The applicant will soon after be informed of the result of the application.

The number of pupils on the State Fund is limited; new pupils can only be admitted when vacancies occur. The term allowed is six years.

STATE OF NEW JERSEY.

Applications for the bounty of the State of New Jersey, must be made to the Governor, "accompanied by a certificate of any two respectable individuals, attested before a magistrate, to the age, circumstances and capacity of the deaf mute, in whose behalf the application is made." The term allowed is six years.

STATE OF DELAWARE.

Applications for the bounty of the State of Delaware, must be made to the Associate Judges of the State. The term allowed is six years.

STATE OF MARYLAND.

Applications for the bounty of the State of Maryland, must be made to the Levy Courts, or Commissioners of the several counties, or to the Mayor and City Council of Baltimore. The term allowed is seven years.

QUESTIONS.

Deaf mutes to be supported by their friends, also those supported by the States of New Jersey, Maryland, and Delaware, should be accompanied by written answers to the following questions:

What is the name of the child? (mention the whole of its name.)

What is the age of the child? (mention the year, month, day, and place of birth.)

What are the names of the parents, and where do they reside? (mention the County and nearest Post Office.)

What are the names of the brothers and sisters of the child?

Are any of them deaf and dumb?

Are any of the connections of the family deaf and dumb, or is it known that there have been any deaf and dumb, either on the father's or mother's side in the line of their ancestors?

Has the child had the small-pox, or been vaccinated?

Has it had the scarlet fever, measles, or whooping cough?

Was it born deaf, or did it lose its hearing by sickness or disease? If so, how, and at what age?

HISTORY, &c.

To answer enquiries frequently made, the following statistical particulars respecting the history and condition of the Institution are submitted:

The Board of Directors of the Pennsylvania Institution for the Deaf and Dumb was organized, and held its first meeting in April, 1820. President, the Right Rev. William White, D. D.

In November following, a house was rented in Market street, above Broad, and eighteen pupils assembled in it for instruction.

The Institution was supported by donations, and the contributions of annual subscribers and of life-members.

An Act of incorporation was passed by the Legislature of Pennsylvania, in February, 1821. By this Act, the Commonwealth allowed one hundred and sixty dollars a piece per annum for the education and support of indigent pupils of the State. The number was not to exceed fifty, and the term of each not to extend beyond three years. The number has since been increased, and the term extended by several successive enactments. The number under the present appropriation being about ninety-three, and the term allowed six years.

In September, 1821, the Institution was removed to the corner of Market and Eleventh streets.

In June, 1824, a site was purchased at the corner of Broad and Pine streets, and preparations made for erecting a large building.

It was completed, and the Institution removed to it in November, 1825.

In 1828, an additional lot in the rear was procured, and a school house erected on it.

In 1839, the buildings were extended, and a story added to the school house. The whole establishment was then capable of accommodating one hundred and fifty pupils.

A chaste and simple Doric front of cut stone, with portico and pillars, extends ninety-six feet on Broad street. The buildings, including the school house, run back two hundred and thirty-five feet, and enclose an open space laid out as a flower garden.

There are two spacious yards, one for the girls and one for the boys, shaded by trees, and furnishing ample space for exercise in the open air.

The school building contains ten school rooms. Each one provided with appropriate furniture, as slates, tables, closets, &c., when needed. From twelve to twenty pupils usually constitute a class.

At present there are seven classes, each under the care of an instructor.

Two of the teachers are mutes. These classes are formed in October, and it is important that all new pupils should be here at that time, that the classes may be properly formed.

Contiguous to the school rooms is a Cabinet of apparatus, models, specimens, &c., to assist the teachers in presenting clear ideas on the various subjects, admitting of ocular illustration.

The centre building contains a lecture room, capable of seating two hundred persons. It has also facilities for making experiments, and presenting diagrams, maps, sketches, &c. In this room the pupils are assembled twice every day, sometimes in the evenings for lectures, and on the Sabbath for religious instruction.

Underneath this apartment is the dining room, in which the pupils assemble through opposite doors, without interfering with each other. In the upper stories are the infirmaries, and also two dormitories.

The wings contain the principal sleeping rooms, the sitting rooms, the shops, the kitchen, bake-house, laundry, cellars, &c.

Attached to these are the bath houses, washing rooms, and other conveniences, accessible at all times without exposure to the weather.

The workshops give employment to the boys two or three hours daily.

The girls are taught plain sewing and dressmaking, and are employed in housewifery. Habits of industry are thus forming, and the pupils are preparing for the duties and practical business of life. The hours of the day are apportioned to study, work, exercise and amusement.

The establishment is lighted with gas, and abundantly supplied with the Schuylkill water.

During the thirty years of the existence of the Institution, there has been expended for the grounds, buildings, appurtenances, &c., about ninety-five thousand dollars.

The pupils are under the constant supervision of the Principal, the Instructors, the Matron, or the Steward. The indis-

posed have the prompt and devoted services of the attentive and skillful Physician, and in critical cases, the valuable advice of the distinguished consulting Physicians of the Institution. Thus, in sickness and in health, the improvement, comfort, and happiness of the pupils, are assiduously promoted.

INSTRUCTION.

Some persons have desired to know something of the mode of instructing deaf mutes. It is not easy, however, to convey a clear idea of it to those who are not familiar with signs.

It is by means of these signs that the process of teaching the deaf and dumb is principally conducted. When we look at the Chinese characters on a tea-box, we can see no meaning in them, and might so look forever, without becoming any wiser. So also with the mute. Our written or printed words, are as inexplicable to him, as the Chinese characters are to us, and inspection alone could never afford any clue to their meaning. An interpreter or a book, could speedily convey to us the meaning of the characters through the medium of our language, with which we have been familiar from early infancy. But the deaf mute has no language. To enable him, therefore, to learn the meaning of our words, he must acquire a language, through which he can get that meaning. Every mute of tolerable capacity makes use of motions to indicate assent or denial, approbation or repugnance, as well as some common objects and familiar actions. On these motions, limited and imperfect as they are, we graft by degrees a system of signs, which enables us finally to communicate considerable knowledge on many subjects, and to develop and call into exercise, the faculties of the mind. These signs convey thought, and have no resemblance to words, but they enable us to define words, explain their relations to other words, give their arrangement in sentences, and the different meanings which are attached to them. This language of signs

can only be acquired from the living teacher. Incomprehensible as it may seem to a speaking person, unacquainted with the subject, that thought, however obtruse or refined, may be conveyed by varied motions of the arms, it is nevertheless true, and a system of these motions is the grand means of instructing the deaf and dumb.

This being premised, a class of ten to twenty mutes, is furnished with large slates on which to write with chalk, crayon or pencil. The instructor presents an object or a picture of one, or makes a sign for it. He then teaches them to write the name, presenting each letter by the manual alphabet. When they can all write it, it is erased and rewritten a number of times, till it is impressed upon the memory. Some information may be communicated respecting the object.

Questions may be asked to induce the pupil to think. In this way a number of nouns are taught, so that when a concise sign is made for one of them, it will be readily written. In the same way words expressive of the qualities and properties of bodies may be taught. When such words are presented with appropriate nouns, the pupils write them in connection. They are then required to give examples of similar combinations from their own resources. This is the first attempt at composition.

Another step will be to make signs for actions, and teaching their names. Then the use of these words in combination with the words already familiar, as “a boy sees a horse”—“a boy sees a strong horse.” Again, some of the words expressive of the relations of objects, may be taught, as “a lady sits on a chair”—“a bird flies into a cage.” Other words and other ideas are presented to them. They endeavour to express the ideas in writing, using the words and forms of arrangement which had been taught. These sentences are corrected, and the pupils are required to give examples of their own. These original efforts are also corrected. The connections of language, the abstract terms, the phrases and the idioms are successively taught. Series of sentences, anecdotes, narratives, &c., are writ-

ten off and explained by signs. These are copied by the pupils and studied as evening lessons, and in school are written from memory, or recited by signs. There are other evening exercises, such as writing a number of original sentences on single words—composition on particular subjects—letters, &c. From time to time the elementary principles of arithmetic and geography are taught. Indeed, our illustrations of words and principles are drawn from the sciences, and the whole range of human knowledge, so that in the course of their education a great amount of knowledge is communicated to them. The subjects of arithmetic, geography, grammar, history, &c., cannot be taught systematically till the latter part of their course, when they are supposed to have acquired a considerable command of written language.

Moral and religious subjects have also a large share of attention. Much useful information is communicated by lectures, addressed in the language of signs, to all when assembled together.

It will readily be inferred from these statements that much will depend upon the capacity of the pupil, his attention and his diligence. There can be no set course or limited periods for certain studies, which, when completed, makes an educated person.

The longer the mute is under instruction, the greater will be his command of language.

It will also be perceived that much depends upon the knowledge, ingenuity and tact of the teachers in the use of signs.

The language of signs is the all important instrument by which the educator is to reach the mind of the mute pupil, in his early and his later efforts. By this alone can he lead the pupil to reflect on his own mental operations, feelings, motives, emotions and passions, and thus learn the thoughts, feelings, &c., of others, and to understand and use the language employed to express ideas on these subjects. When this point is reached the pupil may relinquish, entirely and forever, if he please, the use of signs.

A new instrument has been given to him, by which he may explore the world of books, and communicate with his fellow men to an unlimited extent. From this point self-education may be carried on, and continued to the end of life, through written language.

It should be remarked, however, that a large number of mutes do not reach this point, from want of capacity, yet the acquisitions even of such, are probably as valuable, in proportion, as those made by the more gifted. The proboscis of the fly, is doubtless as important to the little insect as the trunk of the elephant is to that sagacious and majestic animal.

DIRECTIONS FOR TEACHING DEAF MUTES AT HOME.

It is very important to the deaf mute, that his parents and friends should cultivate the language of signs, and encourage him in the use of them as early as possible.

Let them observe the child, and imitate the signs he makes. When he is pleased with anything, invent a sign for the thing, and repeat that sign many times afterwards. Distinguish different persons by signs, suggested by a scar, mole, beard, or any little peculiarity which the person may possess.

Imitate the actions of riding, sewing, eating, mowing, cutting, throwing, sowing, &c.

For 'good,' kiss the hand. For 'bad,' bring the hand to the lips, turn the palm down and throw it from you. For 'glad,' pat the heart rapidly, with a cheerful expression of countenance. For 'sorry,' rub the clenched hand on the heart, with a sad expression of countenance.

For 'black,' draw the end of the forefinger along the eyebrow. For 'red,' touch the lips with the forefinger. For 'love,' cross the hands and press them on the heart. For 'hate,' push both hands, the palms out, from the heart, as if repelling something from the left side. For 'lie,' move the forefinger across the

mouth horizontally. For 'true,' place the forefinger perpendicularly across the lips and thrust it forwards.

These are a very few examples, merely as suggestive hints.

The child can be taught to spell on the fingers at a very early age.

Any person can take an object, as a hat; pick out the letters h-a-t from the Deaf and Dumb alphabet, and learn to place the fingers in the true position for each letter. No matter how slowly it is done. Let the child imitate until he can make the letters of the word in order without assistance, at the same time show the object. Do this very often, until the child has learned to spell the word when the hat is presented to it, or to go and bring the hat when the word is spelled to it.

Then take another object, as pin, go through the same process until it is thoroughly learned by frequent repetition every day. So with arm, cat, dog, chair, &c. The following ten short words, the names of common objects, contain every letter of the alphabet, viz: adz, fan, map, cow, box, jar, sky, hat, quill, glove.

After the power of spelling the names of many common objects has been acquired, the names of familiar persons may be taught.

In a similar way, the child may be taught to write the names of things on a slate quite early. Let him imitate the form of the letters for one word, as hat, and repeat it many times until he can write it as readily as he can spell it on the fingers. Take another word, and go over the same process. Point to each letter, and require the child to make the sign for the letter on the fingers. By frequent repetition, the ability to write the names of many things, and to form all the letters of the alphabet, will be acquired. It is best to make the child form the letters as round as possible, and not to take off the pencil until the word is completed. The habit, thus early begun, will save a great deal of time, and enable the writer to accomplish more in a given time, and with more ease than can possibly be done

on any other principle. If it is desired to go further, write the name of the child, as John sees a chair—John sees a table. Let him copy the sentence, explaining by signs the word sees, and pointing to the chair, and also to the child. Then let him write John sees —— and let him select another object to fill up the blank; and finally let him cover his slate with sentences thus formed. Help him to objects out of the house as well as in. Encourage him to write as many such sentences as he can. All this may be the work of years, but the advantage to the child cannot be estimated. A little attention thus bestowed, every day, will accomplish all this, and probably much more.

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